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ABSTRACT

This annotated bibliography describes in brief approximately 60 resources on transition of individuals with disabilities. It is organized into five sections: (1) transitions in the early childhood years; (2) transitions in the public school years; (3) transitions after school; (4) transitions across the lifespan, and (5) general support resources. Each bibliographic section is further divided into materials designed specifically for parents and materials designed for parents and professionals. Information provided for each resource usually includes the citation, a narrative description of the content, and purchase information. Any geographic limitations of the materials are noted. (DB)

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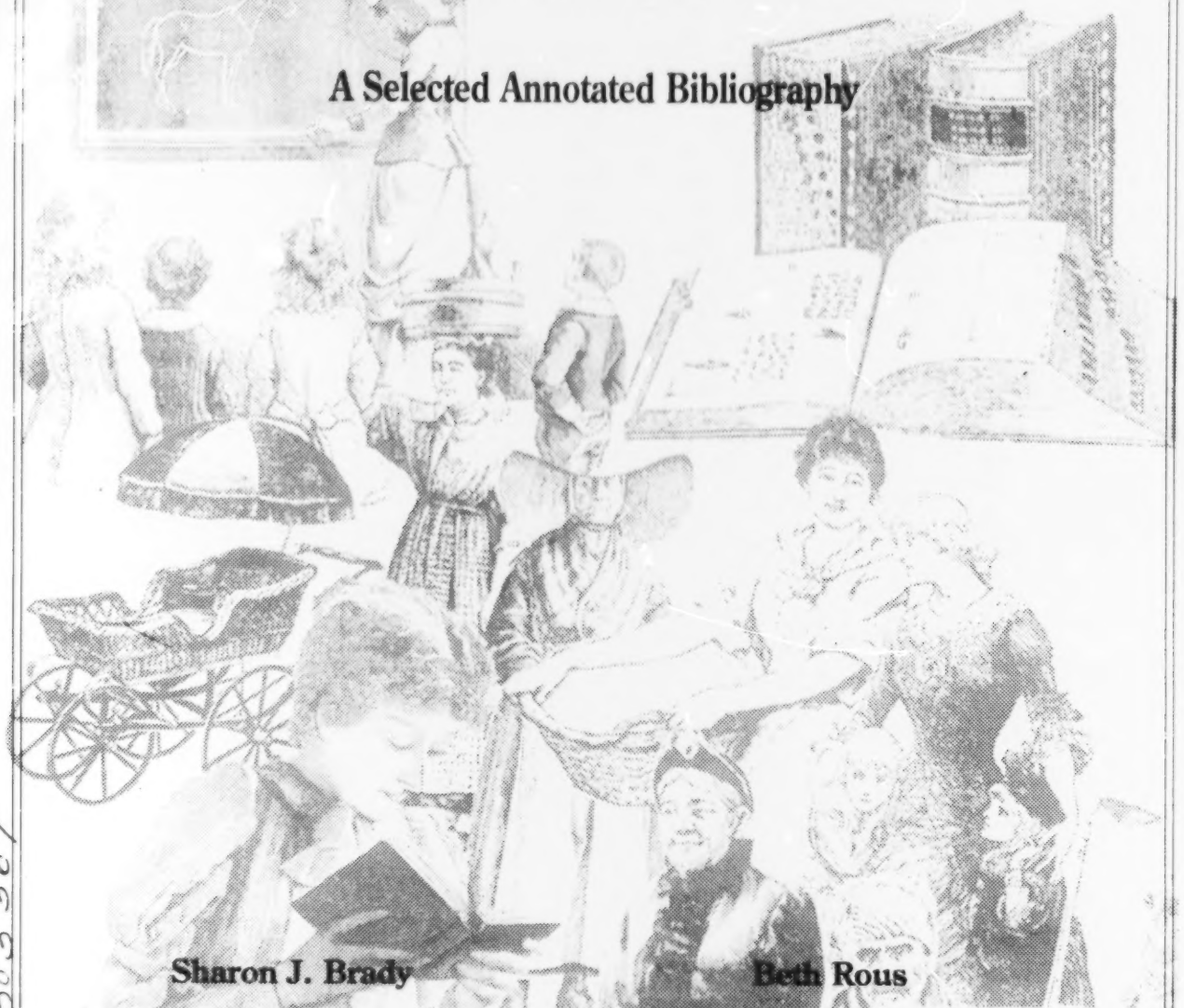
ED 374 042

"MEETING THE CHALLENGE"

Transition Resources for Parents of Young Children with Special Developmental Needs

A Selected Annotated Bibliography



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FOREWORD

This annotated bibliography was developed as a resource for families seeking to understand the transition process. Because transition occurs continuously throughout the lifespan, materials across the lifespan have been included. In researching and critiquing the materials referenced in this bibliography, it became clear that the general philosophies described do not differ greatly. All materials included recognized the importance of parent and/or family involvement in the transition process.

Because of the vast number of resources available, this bibliography is in no means complete. It is, however, a good beginning. If after reviewing this resource, you know of additional materials you have found helpful as a parent, family member, or professional, we would sincerely like to hear about them.

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INTRODUCTION

The transition resources identified in this bibliography, are presented in five sections covering (1) transitions in the early childhood years, (2) transitions in the public school years, (3) transitions after school, (4) transitions across the lifespan, and (5) general support resources. While the focus of this annotated bibliography is transitions in the early childhood years, other publications have been cited which could assist children and families with other major life transitions.

Each bibliography section is further divided into (a) materials *designed specifically for parents*, or, (b) materials *designed for parents and professionals*. Many of the resources included in the category, *designed for parents and professionals*, were developed primarily for professionals; however, the content was viewed as valuable for families and written in "family friendly" language, so therefore was included in the annotated bibliography.

Each resource is organized in the following manner for ease of reference. A narrative description provides an overview of the content of each resource. Following is the American Psychological Association (APA) cite and purchase information. More detailed information regarding the purchase of resource materials can be found in Appendix A and related appendices. Finally, any geographic limitations of the materials (e.g. represents policies and procedures of a specific state) are described.

I. Transitions in Early Childhood

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TRANSITIONS IN EARLY CHILDHOOD

RESOURCES

A. Designed for Parents

Access: A Guide to Supplemental Services for Families of Young Children

Transition Period: Early childhood

Description:

This **guide** was developed to help families of young children locate services in their home communities. It was written to help families of young children, although most of the information may also be helpful for adults. The guide is set up in a question and answer format, listing questions families usually ask when they need assistance. Listed are various agencies and organizations, which can usually be found in local communities, along with information about the services they provide. Space is provided so that the name of the local agency or organization can be written under each question.

Byrd, R., Templar, J., & Rous, B. (Eds). (1991). Access: A guide to supplemental services for families of young children. (Available from Project STEPS, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503)

Purchase Information/Contact:

Project STEPS
Child Development Centers of the Bluegrass, Inc.
465 Springhill Drive
Lexington, Kentucky 40503
(606) 278-0549
Each copy of the guide cost $3.00.

Geographic Specifications: Terminology may vary from state to state, but the programs discussed in the guide are essentially the same.

Beginning with Families: A Parent's Guide to Early Intervention

Transition Period: Into Early Intervention

Description:

This **booklet** was written by and for parents of young children with disabilities. It contains practical advice about how a family can plan services for their child and themselves. Chapters

include: Your Child's 1st and Best Advocate; You are a Home Information Specialist; Finding Your Way Through the Early Intervention Maze; Making Family Plans; and Making It Work for Your Family. Appendices provide information related to commonly used words in early intervention and where to get information.

Parent Education Advocacy Training Center (PEATC). 1992. Beginning with families: A parent's guide to early intervention. (Available from PEATC, 228 South Pitt Street, Suite 300, Alexandria, VA 22314)

Purchase Information/Contact:

Parent Educational Advocacy Training Center (PEATC)
228 South Pitt Street, Suite 300
Alexandria, Virginia 22314
(703) 836-2953
(703) 836-3926 TDD
Each copy of the guide cost $5.00, plus tax and postage.

Geographic Specifications: None

Bridging Early Services Transition (BEST) Project, Associated Colleges of Central Kansas

Transition Period: From Preschool to Public School

Description:

These **materials/hand-outs** provide "tips" and considerations for parents in the transition to preschool and kindergarten. Materials include: a guide for sharing information with the new program, questions parents can ask themselves regarding placement, pertinent information to help others to get to know their child, and "maps" to integrated services.

Purchase Information/Contact:

Bridging Early Services Transition (BEST) Project
Associated Colleges of Central Kansas
105 East Kansas
McPherson, KS 67460
(316) 241-7754

Geographic Specifications: None

First Steps, A Parent Information Handbook: Infant and Toddler Programs and Preschool Special Education

Transition Period: Into Infant/Toddler Programs and on to Preschool Programs

Description:

This **booklet** is intended to assist parents in making decisions about their child's FIRST STEPS in the educational process. The initial section focuses on infant/toddler programs and discusses: the values of early intervention, eligibility criteria, costs for services, evaluation and diagnosis, labeling, services and supports, the Individualized Family Service Plan (IFSP), parent rights, and steps to promote a successful transition into preschool. The following section provides readers with an overview of issues in Preschool Special Education including: eligibility, least restrictive environment, evaluation, the Individual Education Plan (IEP), related services, family involvement, parent rights and steps for the next transition. Appendices provide readers with program summaries and a listing of agencies that provide early intervention and preschool services.

Kelker, K. (Ed.). A parent information handbook: Infants and toddler programs & special education. (Available from Montana Center for Handicapped Children, 1500 North 30th Street, Billings, MO 59101)

Purchase Information/Contact:

Montana Center for Handicapped Children
1500 North 30th Street
1-800-657-2312
(406) 657-7585

Geographic Specifications: The majority of content is appropriate for residents of any state; however, the information that appears in the appendices is specific to the state of Montana.

Kids in Transition (K.I.T.): A Process of Planning for Change

Transition Period: To preschool and public school

Description:

This **notebook** was developed to provide parents with a guide to special education information and procedures, specifically when preparing for transition from early childhood special education to elementary special education programs. In addition, it addresses the transition from special education home-based intervention services to the special education preschool classroom. The notebook is intended to be used at a series of four parent meetings held during the child's last year in a preschool program: (1) transition and the family; (2) special education programs; (3) transition and the child; and, (4) the home/school partnership. Appendices include a list of state (Iowa) and national organizations for parents of children with disabilities.

Goff, P.L., & Heesch, H.E. (1987, September). Kids in transition (K.I.T.): A process of planning for change parent handbook. (Available from Northern Area Education Agency, Division of Special Education, Early Childhood Special Education Department, Box M, Clear Lake, IA 50428)

Purchase Information/Contact:

Northern Trails Area Education Agency
Division of Special Education

Early Childhood Special Education Department, Box M
Clear Lake, Iowa 50428

Permission to duplicate this publication for non-profit use is granted, contingent upon the Northern Trails Area Education Agency, authors, and contributors being given credit for it's development. No portion may be used for commercial publication without the written permission of the Northern Trails Area Education Agency.

Geographic Specifications: The majority of notebook content reflects the rights and procedures specific to the state of Iowa; however, it could be of general use to residents of any state. Appendices include a listing of parent organizations specific to the state of Iowa, as well as national organizations.

Parent Education Packet

Transition Period: From early intervention to school

Description:

This transition **packet** was designed for parents with children leaving state supported (Arizona) early intervention programs and entering the school system. It provides an overview of the special education decision-making process, including referral, evaluation, the IEP and placement. The packet includes several handouts, such as: (a) hints for keeping a home file, (b) comparisons of the medical and educational models of service delivery in the public schools, and, (c) laws effecting the child's education.

Pilot Parent Partnerships. (1993). Parent education packet. (Available from Pilot Parent Partnerships, 2150 East Highland Ave., Suite 105, Phoenix, AZ, 85016)

Purchase Information/Contact:

Pilot Parent Partnerships
2150 East Highland Avenue, Suite 105
Phoenix, Arizona 85016
(602) 468-3001 Voice/TDD
1-800-237-3007 (in Arizona)

The packet is provided, free of charge, for parents in Arizona or those planning to locate to the state. The materials may be copied.

Geographic Specifications: While some of the information is specific to residents of Arizona, the information would be useful to residents of any state.

Parent Handbook: Preschool Transition Project

Transition Period: In Preschool

Description:

The sample parent **handbook** contains handouts used with a series of four meetings in which parents of preschool children with disabilities learn how to be their child's advocate. The first meeting is on Testing and the Individual Education Plan (IEP) and includes: "Evaluation Responsibilities," "Questions You May Want to Ask," "Some Things Parents Should Know About Testing," "Suggestions for the IEP Conference," and "Types of Educational Placement." The second meeting is on legal rights and the IEP process. Handouts include: "You and One Four Two! Public Law 94-142," "A Checklist for an Individual Education Plan," "Evaluation, Placement, and Due Process under Public Law 94-142 and Section 504," and "Education" (chapter from "Legal Rights Handbook"). The third meeting features other parents of children with disabilities with such handouts as: "Negotiating the System," "Checklist: Parent Teacher Conferences," "Facts about Mainstreaming: Answers for Parents of Children with Handicaps." The final meeting has school district representatives talking about transition with handouts: "Questions Teachers Often Raise about Mainstreaming," "Davis County School District (Utah) Information Sheet," and "Sample Forms from the Weber School District (Utah)."

Innocenti, M.S. (1987). Parent handbook: Preschool transition project. Logan, UT: Utah State University-UAP, Outreach Development Division, Preschool Transition Project. (ERIC Document Reproduction Service No. ED298740)

Purchase Information/Contact:

Preschool Transition Project
Outreach and Development Division
Utah State University - UAP
Logan, Utah 84322-6805
(801) 750-1991

Each handbook costs $6.50. The accompanying Professional Guide is $3.50.

Geographic Specifications: None

Public Law 94-142, Section 504, and Public Law 99-457: Understanding What They Are and Are Not

Transition Period: Early Childhood

Description:

This **booklet** describes each law in easy-to-understand terminology. Content addresses rights and protections, the Individual Education Plan (IEP), fiscal resources, relationships between the laws, early intervention and preschool, and the Individualized Family Service Plan (IFSP). The booklet also includes an additional listing of resources available from the Council for Exceptional Children.

Ballard, J., Ramirez, B., & Zantal-Winer, K. (1989). Public law 94-142, section 504, and public law 99-457: Understanding what they are and are not. (Available from the CEC, Department of Governmental Relations, 1920 Association Drive, Reston, VA 22091-1589)

Purchase Information/Contact:

The Council for Exceptional Children (CEC)
Department of Governmental Relations
1920 Association Drive
Reston, Virginia 22091

Geographic Specifications: None

Transition Checklist

Transition Period: Into preschool

Description:

This **checklist** is designed to help parents with the transition of their child into preschool. Content includes checklists for: (a) preparation for transition, (b) the assessment process, (c) placement visits, (d) IEP preparation and development, (e) visits to new programs, and (f) placement. A blank page appears in the back of the document for parents to record the names and phone numbers of resources.

East Los Angeles Interagency Coordinating Council. Transition Checklist. (Available from East Los Angeles Regional Center, 3845 Selig Place, Los Angeles, CA 90031)

Purchase Information/Contact:

East Los Angeles Regional Center
3845 Selig Place
Los Angeles, CA 90031

Geographic Specifications: None

Transition to Early Childhood Special Education

Transition Period: From Infant/Toddler Programs to Preschool Programs

Description:

This **handbook** was designed for parents to provide "helpful hints" for a smoother transition. The handbook discusses seven (7) steps for obtaining special education services from local school districts. A comparison of the early intervention programs to early childhood special education programs is provided. Readers are presented with an overview of components of the IEP process and parent rights. A Community Resources List (blank format to be individualized) and Transition Checklist is included, along with helpful abbreviations and acronyms, glossary of terms, and national and state resources.

Missouri Department of Elementary and Secondary Education. Transition to early childhood special education. (Available from Early Childhood Special Education Section, Early Intervention Program, P.O. Box 480, Jefferson City, MO 65101)

Purchase Information/Contact:

Missouri Department of Elementary and Secondary Education
Early Childhood Special Education Section
P.O. Box 480
Jefferson City, MO 65102
(314) 751-0187

The department honors requests for 1-2 copies from interested groups. There is a limited number of handbooks available.

Geographic Specifications: The majority of content is appropriate for residents of any state; however, the Transition Checklist and listing of state resources is specific to the transition policies, procedures and resources of the state of Missouri. The transition checklist is adaptable.

Your Child's Entry into Elementary School: What Can You Do?

Transition Period: From Preschool to Elementary School

Description:

This **brochure** is designed specifically for parents. It contains suggestions for the child's transition into the elementary school, but is applicable to any transition. Content includes steps to ensure a smooth transition, roles of family members and teachers, and expected changes and concerns.

TEEM Outreach Project. Your child's entry into elementary school: What can you do? (Available from Center for Developmental Disabilities, The University Affiliated Program UAP of Vermont, 449C Waterman Building, University of Vermont, Burlington, VT 05405-0160)

Purchase Information/Contact:

Project TEEM
Center for Developmental Disabilities
The UAP of Vermont
University of Vermont
499 C Waterman Building
Burlington, Vermont 05405
(802) 656-4031 Voice/TDD

Geographic Specifications: None

B. Designed for Parents & Professionals

Assessing the Transition and Adjustment of Preschoolers with Special Needs to an Integrated Program

Transition Period: In Preschool

Description:

This **paper** describes a study of five children throughout their first year of preschool. Classroom observations were conducted to identify patterns of adjustment to the program. Teachers used a variety of strategies to assist children in adjusting to the class.

Haynes, L.K., Fowler, S.A., & Cooper, A.Y. Assessing the transition and adjustment of preschoolers with special needs to an integrated program. Unpublished manuscript, University of Kansas, Kansas Early Childhood Research Institute, Lawrence.

Purchase Information/Contact:

Kansas Early Childhood Research Institute
University of Kansas
4132 Haworth Hall
Lawrence, Kansas 66045-2930
(913) 864-4801

Geographic Specifications: None

Beginning Public Preschool

Transition Period: Into public preschool programs

Description:

This **article** addresses the need for professionals in public preschool programs to facilitate their adjustment to these new placements. It suggests specific ways in which preschool teachers can assist parents in making the transition a smooth one. Content includes: understanding parent concerns; how teachers can help; forming a partnership with parents; creating a normalized classroom environment; and, allowing time for adjustment.

Hanline, M.F., Suchman, S., & Demmerle, C. (1989, Winter). Beginning public preschool. Teaching Exceptional Children, 21 (2), 61-62.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Beginning with Families: Assisting Parents of Young Children with Disabilities

Transition Period: Early Intervention

Description:

This **manual** was designed to be used by the staff of community resource centers to be better able to serve children and families. It begins with an overview of the Individualized Family Service Plan (IFSP) process. Content also includes a discussion of early intervention services, interagency collaboration, parent-to-parent support and a Parent's Guide to health care for children with special developmental needs. Appendices include Part H Procedural Safeguards, Family Needs Survey, Leadership tips and a bibliography for medically related services.

Parent Education Advocacy Training Center (PEATC). 1992. Beginning with families: Assisting parents of young children with disabilities. (Available from PEATC, 228 South Pitt Street, Suite 300, Alexandria, VA 22314)

Purchase Information/Contact:

Parent Educational Advocacy Training Center (PEATC)
228 South Pitt Street, Suite 300
Alexandria, Virginia 22314
(703) 836-2953
(703) 836-3926 TDD

The cost of the manual is $30.00, plus tax and postage.

Geographic Specifications: None

Developing a Training Program for Head Start Parents in Preparation for Public School Transition of Their Children

Transition Period: From preschool to public school

Description:

This **study** describes a structured training program that was designed to assist Head Start parents who were poorly trained for the transition of their children from the Head Start program to the public school. The parents' children were three and four years old and lived in a rural community in the southwestern United States. The population was: 5% African American, 2% American Indian, 39% Mexican American, and 54% Caucasian. A parent group had been incorporated in 1974, but parents did not know what to expect, or what was expected of them, in regard to the preparation of their children in the public school system. Information needs in such areas as school discipline policies and enrollment procedures were cited. A training and information system was developed to address parent concerns. As a result, the parents were able to increase their awareness of the need to be involved in their children's education. Parents were also involved in the development of a parent transition handbook and a transition agreement between the Head Start program and

the public school. It was concluded that parent training and involvement throughout the transition process would be mandatory for all Head Start programs. Appended are a checklist for parents on their needs for information and a parent pre and post test.

Ulmer, S.P. (1991). Developing a training program for head start parents in preparation for public school transition of their children. (ERIC Document Reproduction Service No. ED339503)

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Easing the Transition from Preschool to Kindergarten: A Guide for Early Childhood Teachers and Administrators

Transition period: Preschool to kindergarten

Description:

The purpose of this **booklet** is to help educators ease the transition for young children from preschool to kindergarten. It provides a variety of ideas for preschool and kindergarten teachers and administrators, as they work cooperatively to establish linkages and ease the transition between educational settings for young children and their families.

Administration for Children, Youth and Families (DHHS). Easing the transition from preschool to kindergarten: A guide for early childhood teachers and administrators. (Available from DHHS, Head Start Bureau, Washington, DC)

Purchase Information/Contact:

U.S. Department of Health and Human Services
Office of Human Development Services
Administration for Children, Youth and Families
Head Start Bureau

Geographic Specifications: None

First Steps: A Transition Model for Professionals Serving Young Children with Special Needs

Transition Period: Into the Public Schools

Description:

This **manual** describes the First Steps model, designed to make the transition process smoother and reduce the stress associated with transition. It involves active participation of families, administrative staff and direct service personnel in a cooperative venture. This manual is to be used in conjunction with the First Steps Parent Manual. Content addresses the goals, outcomes,

procedures and timelines for (a) interagency communication, (b) parent involvement, (c) the special education process, and (d) the post-transition committee. The appendices contain an overall strategy outline with a suggested timeline.

Lazzari, A., & Sands, J.L. (1988). First Steps: A transition model for professionals serving young children with special needs. (Available from the Division of Special Education Programs, P.O. Box 6-Q, Virginia Department of Education, Richmond, VA 23216)

Purchase Information/Contact:

Virginia Department of Education
Division of Special Education Programs
P.O. Box 6-Q
Richmond, Virginia 23216

Geographic Specifications: None

Guidelines from Recent Legislation to Structure Transition Planning

Transition Period: Early intervention and preschool

Description:

Recent legislation specifies strategies to facilitate the transition of young children with disabilities between service programs around the age of three years. This **article** summarizes recent legal requirements for transition at age three and proposes that these strategies suggest a framework to provide continuity in services during a variety of transitions during the early years.

Rosenkoetter, S.E. (1992). Guidelines from recent legislation to structure transition planning. Infants and Young Children, 5 (1), 21-27.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Helping Parents to be Informed Advocates for their Disabled Children: Planning Materials for Four Meetings to Provide Information and Support

Transition Period: In preschool

Description:

This **manual** provides parent educators with guidelines for conducting a series of four 1-hour meetings to help parents of preschool children with disabilities fulfill their role as their child's advocate. At the first meeting, information on tests and testing and on the Individualized Education Program process is presented. In the second meeting, parents are informed of the legal rights to which children receiving special services are entitled. At the third meeting, other parents

of older children with disabilities speak providing a parent perspective of special education services. In the fourth meeting, school district special education administrators give parents specific information about the school district and answer parents' questions. This manual also contains general suggestions for the meetings (e.g. send parents reminder notes).

Innocenti, M.S., Rule, S., & Fiechtl, B.J. (1987). Helping parents to be informed advocates for their handicapped children: Planning materials for four meetings to provide information and support. Logan, UT: Utah State University-UAP, Outreach Development Division, Preschool Transition project. (ERIC Document Reproduction Service No. ED298738)

Purchase Information/Contact:

Preschool Transition Project
Outreach and Development Division
Utah State University - UAP
Logan, Utah 84322-6805
(801) 750-1991

Each manual costs $3.50 and the accompanying Parent Handbook is $6.50.

Geographic Specifications: None

It's Time to Get Ready for School

Transition Period: Preschool to Public School Kindergarten

Description:

The Parent Transition Plan ensures a child's smooth transition from preschool to public school kindergarten and assigns responsibility for various tasks to parents or school personnel. This **article** outlines the need for a transition plan, the goals of transition planning, and guidelines for writing the plan at a parent teacher meeting.

Fiechtl, B., Rule, S. & Innocenti,M. (1989, Winter). It's time to get ready for school. Teaching Exceptional Children, 21 (2), 63-65.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Parent Education: Easing the Transition to Preschool

Transition Period: From early intervention to preschool

Description:

This case **study** describes a model for transition from early intervention programs to special education preschool programs. The model focuses on educating and empowering parents to

become long-term, independent, informed advocates for their children, via a program involving workshops and individual family transition assistance provided by home-based teachers.

Spiegel-McGill, P. (1990). Parent education: Easing the transition to preschool. Topics in Early Childhood Special Education, 9 (4), 66-77.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Project STEPS: Facilitation Packet for the Development of a System for the Transition of Young Children and Families

Description:

This facilitation **packet** was developed as a result of outreach activities of Project STEPS (Sequenced Transition to Education in the Public Schools). It was designed to assist state and local agencies in planning for transition. In particular, it focuses on the development of a system for the transition of young children with disabilities and their families from one program (sending agency) to another (receiving agency). The packet covers four major component areas of transition: administration, staff involvement, family involvement, and child preparation for the next environment.

Stephens, P., & Rous, B. (1992). Facilitation packet for the development of a system for the transition of young children and families. (Available from Project STEPS, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503)

Purchase Information/Contact:

Project STEPS
Child Development Centers of the Bluegrass, Inc.
465 Springhill Drive
Lexington, Kentucky 40503
(606) 278-0549

Geographic Specifications: None

Project STEPS: Transition Facilitator Training Manual

Transition Period: Early Childhood

Description:

This **manual** was developed to provide materials for persons wishing to replicate the following types of STEPS Model training. First, materials are included for training administrators in early childhood programs in developing community wide systems for transition using the STEPS model. Second, materials are included for training direct service providers in using the Helpful

Entry Level Skills Checklist - Revised Edition. The manual also contains overhead and handout masters that correlate with the STEPS Replication Manual, a guide for trainers in presenting visual and handout information, and guidelines for time allotments, agenda structure, and follow-up for training participants.

Project STEPS. 1993. Transition facilitator training manual. (Available from Project STEPS, Child Development Centers of the Bluegrass, 465 Springhill Drive, Lexington, KY 40503)

Purchase Information/Contact:

Project STEPS
Child Development Centers of the Bluegrass, Inc.
465 Springhill Drive
Lexington, Kentucky 40503
(606) 278-0549

Geographic Specifications: None

Steps in Preparing for Transition: Preschool to Kindergarten

Transition period: Preschool to kindergarten

Description:

This **article** presents a series of steps to help sending and receiving teachers plan for transition and develop and implement child preparation activities. These steps can help teachers integrate preparation activities with existing curricular goals, teaching methods, and classroom activities. The transition preparation steps can be used in specialized preschool and mainstreamed kindergarten classrooms with individual children, small groups or an entire class. It can also be used to promote parent/teacher collaboration and facilitate family involvement in preparation activities.

Chandler, L.K. (1993, Summer). Steps in preparing for transition: Preschool to kindergarten. Teaching Exceptional Children, 24, (4), 52-55.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Strengthening the Role of Families in State's Early Intervention Systems: Policy Guide to Procedural Safeguards for Infants and Toddlers and their Families under Part H of the Education of the Handicapped Act

Transition Period: Early Intervention

Description:

This 213 page **book** examines critical issues that states must address in establishing their early intervention systems for infants and toddlers under Part H of the Education of the Handicapped Act Amendments (EHA). The book offers 62 annotated policy recommendations in: (1) consent to assessment, evaluation and services; (2) notice of parents' rights and of proposed actions; (3) right to review and correct records; (4) confidentiality; and, (5) administrative procedures for resolving parents' complaints. Each chapter has a narrative introduction, relevant excerpts from the federal law and regulations and detailed legal commentary to each recommendation.

Mental Health Law Project, National Early Childhood Technical Assistance System NECTAS, & Division of Early Childhood of the Council for Exceptional Children (CEC). (1990). Strengthening the role of families in state's early intervention systems: Policy guide to procedural safeguards for infants and toddlers and their families under part h of the education of the handicapped act. (Available from CEC, Department K00757, 1920 Association Drive, Reston, VA 22091-1589)

Purchase Information/Contact:

Council for Exceptional Children (CEC)
Department K00757
1920 Association Drive
Reston, Virginia 22091-1589
(703) 620-3660

The book costs $17.50 per copy or a bulk rate of $12.50 per copy for orders of 10 or more. Order stock number D409

Geographic Specifications: None

TEEM: A Manual to Support the Transition of Young Children with Special Needs and Their Families from Preschool into Kindergarten and Other Regular Education Environments

Transition Period: From preschool to kindergarten

Description:

This **manual** was designed to assist in the ongoing enhancement of quality transition services. Chapters include: Introduction to Transition, Best Practices and Critical Activities in Transition Planning, and the Project TEEM Model for Establishing a System-Wide Transition Process. Appended are related examples, forms, information and recommended literature.

TEEM Outreach Project. A manual to support the transition of young children with special needs and their families from preschool into kindergarten and other regular education environments. (Available from Center for Developmental Disabilities, The University Affiliated Program UAP of Vermont, 449C Waterman Building, University of Vermont, Burlington, VT 05405-0160)

Purchase Information/Contact:

Kathy Meyers
Center for Developmental Disabilities

The University Affiliated Program of Vermont
University of Vermont
499 C Waterman Building
Burlington, Vermont 05405-0160
1-800-656-4031

The manual is available at no cost to families of children with disabilities. For others, the cost is $6.00 per copy.

Geographic Specifications: None

The Transition Between Early Intervention Services and Preschool Services: Administrative and Policy Issues

Transition Period: From early intervention into preschool

Description:

This **article** discusses the transition of children between the two programs of Public Law 99-457, serving children aged birth through two and age three through five, and the impact on state administration and local agency administration of the programs. Recommendations are provided for facilitating the family's and child' transition and ensuring continuity in services.

Fowler, S.A. & others. (1990). The transition between early intervention services and preschool services: Administrative and policy issues. Teaching Exceptional Children, 9 (4), 55-65.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

The Transition from Early Intervention to Kindergarten: Parental Satisfaction and Involvement

Transition Period: Early intervention to kindergarten

Description:

This **article** describes a survey of 91 parents of children moving from early intervention programs into special education kindergartens. Research indicated that most parents felt involved in the transition process and received more support from early intervention providers than from public schools. More educated parents and better prepared parents tended to feel most satisfied.

Hamblin-Wilson, C., & Thurman, S.K. (1990). The transition from early intervention to kindergarten: Parental satisfaction and involvement. Journal of Early Intervention, 14 (1), 55-61.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

TOT (Tennessee Outreach Training) Project: Component Six — Transition

Transition Period: Early childhood

Description:

This **module** contains definitions and an overview of transition services. Content includes collections of transition planning related materials from other projects, including Project STEPS (Sequenced Transition to Education in the Public Schools), the Kansas Early Childhood Research Institute (KECRI) and others. The module also addresses issues related to interagency collaboration and transition resources.

DeStefano, D., & Hall, E. (1991, April). TOT (Tennessee Outreach Training) Project Component Six:Transition. (Available from Magnolia Outreach, George Peabody College for Teachers, Vanderbilt University, Nashville, TN 37203)

Purchase Information/Contact:

Magnolia Circle Outreach
George Peabody College for Teachers
Vanderbilt University
Nashville, Tennessee 37203
1-800-288-7733
(615) 322-7311

The module is currently being revised.

Geographic Specifications: None

Transition: From Preschool to Kindergarten

Transition Period: Early childhood

Description:

Products in the transition **kit** resulted from a two year national initiative on transition led by the Administration for Children, Youth and Families, in collaboration with several national organizations, which share a commitment to providing education, health and child care services to young children and their families. The kit contains four filmstrips: (1) Transition Planning, (2) Becoming Partners, (3) On to Kindergarten, and (4) Transition to Public School. In addition, the kit includes a manual of resources with information related to issues in transition, transition planning, curriculum planning and training for parents. Each section contains a filmstrip, synchronized audiocassette, trainer's guide, and resource materials which provide practical strategies for dealing with transition issues.

Administration for Children, Youth & Families & Head Start Bureau. (1989). Transition: From preschool to kindergarten. (Available from Chapel Hill Training Outreach project, Lincoln Center, Merritt Mill Rd., Chapel Hill, NC, 27514)

Purchase Information/Contact:

Chapel Hill Training Outreach Project
Lincoln Center, Merritt Mill Road
Chapel Hill, North Carolina 27514

Geographic Specifications: None

Transition in a Preschool Specialized Education Program: Strategies for Parent Involvement

Transition Period: Early Childhood

Description:

This **article** describes a practicum which was designed to increase parent participation in a preschool (birth to 3 years) special education program serving children with handicaps in Chicago, Illinois. The practicum was intended to provide parents with effective and meaningful involvement in a structured program of transition services. Input from both staff and parents documented the existence of a problem in the area of parent involvement. A survey questionnaire of parents identified issues which concerned them.

Afable, L.B. (1988). Transition in a preschool specialized education program: Strategies for parent involvement. (ERIC Document Reproduction Service No. ED305810)

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: Practicum was based in Chicago, Illinois, but the information is relevant for residents of any state.

Transitions in Early Childhood Special Education: Issues and Procedures

Transition Period: From Early Intervention to Preschool to Public School

Description:

This **paper** describes the questions, issues and procedures for facilitating the transition of infants and preschoolers from one program to another. Content includes: definitions of transition, types of transitions, rationale for studying and planning transitions, specific issues and procedures, and an extensive summary. The paper also contains a table of commercially available parent resources in transition.

Wolery, M. Transition in early childhood special education: Issues and procedures. Unpublished manuscript, University of Kentucky, Department of Special Education, 229 Taylor Education Building, Lexington.

Purchase Information/Contact:

Department of Special Education
229 Taylor Education Building
University of Kentucky
Lexington, KY 40506-0001

Geographic Specifications: None

Transitions: Newsletter of the Kansas Early Childhood Research Institute

Transition Period: Early Childhood

Description:

This **newsletter** issue looks at the role of professionals in successful transition. Articles address: Team work, team structures, effectiveness of teams. agency coordination, and provides the reader with a brief description of the Kansas Institute.

KECRI/Life Span Institute. (1989, Fall). Newsletter of the Kansas Early Childhood Research Institute. (Available from the University of Kansas, 4132 Haworth Hall, Lawrence, KS 66045-2930)

Purchase Information/Contact:

Kansas Early Childhood Research Institute
University of Kansas
4132 Haworth Hall
Lawrence, Kansas 66045-2930
(913) 864-4801

Geographic Specifications: None

Transition Planning: Promising Programs

Transition Period: Early childhood

Description:

This journal **article** offers guidelines for agencies, programs and families for facilitating transitions between programs. It provides brief descriptions of programs, supported through the Handicapped Children's Early Education Program (HCEEP), which have developed models for facilitating and planning the transition of young children between programs. Projects featured include: Project BEST, Project STEPS, Project TEEM and the Interagency Transition Model (University of Washington).

Fowler, S.A. (1988, Summer). Transition planning: Promising programs. Teaching Exceptional Children, 20 (4), 62-63.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Transitions to Kindergarten in American School: Final Report of the National Transition Study

Transition Period: From preschool/daycare/home or others into kindergarten

Description:

This **report** includes an executive summary and describes results of a 1988 study of transition activities provided by public schools to enhance the continuity experienced by children as they move from preschool, day care, home or other previous experience into kindergarten. Chapter 1 offers background information, including definitions of terms, the purpose of the study, and an overview of the methodology used. Demographics of the districts and schools surveyed are summarized. Chapter 2 presents survey findings on preschool and kindergarten programs in public schools. A profile of kindergarten programs based on a representative national sample of public schools is provided. Illustrations from site visits are included. Chapter 3 describes the nature and frequency of schools' transition activities. Transition activities fall into two (2) categories: (1) those that involve coordination or communication between school and preschool levels; and (2) those that involve parents. Chapter assesses factors associated with the extent or prevalence of transition activities and discusses ways in which these activities can enhance the degree of continuity experienced by children. Chapter 5 presents conclusions, suggests implications for early childhood policy and practice, and offers recommendations for further research. Appended are 30 references and related materials.

Love, J.M., & others. (1992). Transitions to kindergarten in american schools: Final report of the national transition study. (ERIC Document Reproduction Service No. ED344693)

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

You and the I.D.E.A.

Transition Period: Early Childhood

Description:

This **booklet** contains a self-test to assist parents and professionals in becoming more familiar with Public Law 94-142 and Public Law 101-476. The booklet appears in a question and answer format. The answers are provided at the end of the booklet.

Outreach and Development Division. You and the I.D.E.A. (Available from the Center for Persons with Disabilities, Utah State University-UAP, Logan, UT 84322-6805)

Purchase Information/Contact:

Outreach and Development Division
Center for Persons with Disabilities
Utah State University - UAP
Logan, Utah 84322-6805
(801) 750-1991

Geographic Specifications: None

II. Transitions in the Public School Years

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TRANSITIONS IN THE PUBLIC SCHOOL YEARS

RESOURCES

A. Designed for Parents

A Parent's Sampler: Strategies for Helping Your Child Achieve in School

Transition period: In public school

Description:

This sampler of **pamphlets** and **articles** is designed to help parents develop strategies to help their child succeed in school. The content does not focus specifically on children with disabilities. Included are : (1) The Annual Education Checkup Card; (2) The Parent Rights Card; and, (3) The Learning Contract. The sampler also includes a collection of articles, such as "How to Improve Your Next Parent-Teacher Conference," "Helping with Homework, and "How to Motivate Your Child to Learn."

Purchase Information/Contact:

National Committee for Citizens in Education (NCCE)
10840 Little Patuxent Parkway
Suite 301
Columbia, Maryland 21044
(301) 997-9300

The cost is $3.00 per unit, plus $2.00 handling. Checks are to be made payable to NCCE. Maryland residents must add a 5% sales tax.

Geographic Specifications: None

Does Your Child Have Special Education Needs?: A Parent's Guide to Special Education Rights

Transition Period: Into the Public Schools

Description:

This **pamphlet** provides parents with information concerning eligibility determination, evaluation, Least Restrictive Environment, rights, and due process.

Family Resource Center on Disabilities (FRCD). (1993). How to prepare for a successful due process hearing. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604).

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

Pamphlets may be reproduced without prior permission, provided credit is given to the Family Resource Center on Disabilities at the above address.

Geographic Specifications: None

How to Participate Effectively in Your Child's IEP Meeting

Transition Period: In the Public Schools

Description:

This **pamphlet** provides parents with information and suggestions for effective participation in the Individual Education Plan (IEP) process. It provides a description of the IEP process, services and supports, extended school year and suggestions for involvement before, during and after the IEP meeting.

Family Resource Center on Disabilities (FRCD). (1992). How to participate effectively in your child's IEP meeting. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604)

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

Pamphlets may be reproduced without prior permission, provided credit is given to the Family Resource Center on Disabilities at the above address.

Geographic Specifications: None

How to Prepare for a Successful Due Process Hearing

Transition Period: Into the Public Schools

Description:

This **pamphlet** provides information to assist parents in having a successful due process hearing. Content includes: description of an impartial due process hearing, preparing for the hearing, responsibilities of all parties, and the right to appeal.

Family Resource Center on Disabilities (FRCD). (1993). How to prepare for a successful due process hearing. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604)

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

Pamphlets may be reproduced without prior permission, provided credit is given to the Family Resource Center on Disabilities at the above address.

Geographic Specifications: None

Special Education: Understanding Your Rights

Transition Period: Entering Public Schools

Description:

The information **packets**, along with an accompanying newsletter, provides parents with an overview of Public Law 94-142 and the Individuals with Disabilities Education Act (IDEA). Content includes: parent and child rights, special education terminology, accessing school records, referral tips, preparing for a staffing and appropriate placement. Worksheets, to assist in planning, are also provided. The materials are available in Spanish translation.

Designs for Change. (1993). Special education: Understanding your rights {Education especial: Entendiendo sus derechos}. (Available from Designs for Change, 6 North Michigan, Suite 1600, Chicago, IL 60602)

Purchase Information/Contact:

Designs for Change
6 North Michigan, Suite 1600
Chicago, Illinois 60602
(312) 857-9292

Geographic Specifications: None

B. Designed for Parents & Professionals

Promoting Successful Transition into School

Transition Period: Entering Public Schools

Description:

Entry into school marks an especially crucial transition with life long implications for the individual's achievement and socio-emotional development. This **manuscript** reviews and evaluates three interventions for helping children make a successful transition into school. These interventions include: early intervention programs, school survival skill training and delayed social entry.

O'Brien, M. (1991, June). Promoting successful transition into school: A review of current intervention practices. Unpublished manuscript.

Purchase Information/Contact:

Kansas Early Childhood Research Institute
University of Kansas
4132 Haworth Hall
Lawrence, Kansas 66045-2930
(913) 864-4801

Geographic Specifications: None

TEEM: Transition into the Elementary Education Mainstream, A Newsletter of the National TEEM Outreach Project

Transition Period: Into the public schools

Description:

This **newsletter** describes the TEEM Outreach project which serves six (6) states, including: Maine, New Hampshire, New Jersey, South Carolina, Utah and Vermont. An outline of the TEEM Planning Model is presented along with reports from the individual states.

TEEM Outreach Project. (1993, June). Transition into the elementary education mainstream: A newsletter of the TEEM Outreach Project. (Available from Center for Developmental Disabilities, The University Affiliated Program UAP of Vermont, 449C Waterman Building, University of Vermont, Burlington, VT 05405-0160)

Purchase Information/Contact:

Center for Developmental Disabilities
The University Affiliated Program of Vermont
University of Vermont
499 C Waterman Building
Burlington, Vermont 05405-0160
1-800-656-4031 Voice/TDD

Geographic Specifications: The content is most beneficial for residents of Maine, New Hampshire, New Jersey, South Carolina, Utah and Vermont.

III. Transitions After School

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TRANSITIONS AFTER THE SCHOOL YEARS

RESOURCES

A. Designed for Parents

Parents and Transition: A Self-Teaching Workbook

Transition Period: From secondary school to independent living

Description:

This self-teaching **workbook** is designed to provide parents of adolescents with developmental disabilities with basic information about the transition of youth with severe disabilities from secondary school into community living. An initial parent quiz is followed by six chapters which address the following topics: (1) "What is Transition?"; (2) "The MESH (Montana Model for Education of the Severely Handicapped) Model for Transition"; (3) "Parent Roles in Transition Planning"; (4) "Parents and the Individual Education Program"; (5) "Transition Issues" (family decisions, financial planning); (6) The Big Step" (educational or training opportunities, vocational options, living arrangements, recreation and leisure options). Each of the six chapters is divided into individual lessons which focus on a particular topic, followed by written exercises. A bibliography concludes each chapter. An extensive glossary and sample planning forms comprise the two appendices.

Kelker, K., & Hagan, M. (1986). Parents and transition: A self-teaching workbook. Billings, MO: Montana Center for Handicapped Children. (ERIC Document Reproduction Service No. ED284379)

Purchase Information/Contact:

Parent's Let's Unite for Kids (PLUK)
Montana Center for Handicapped Children
1500 North 30th Street
Billings, Montana 59101
1-800-222-7585
(406) 657-2312

The workbook is available for loan for a period of two weeks.

Geographic Specifications: None

Parent Exceptional Education Resource Network

Transition Period: Preparing the Young Adult for Community Life

Description:

This **manual** is intended to provide parents with accurate information on the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. The information presented describes parent rights, complaint procedures and due process, records, identification and evaluation, the Individual Education Plan (IEP) and issues related to transition from school to work to community life. Appendices include sample letters, IEPs, and frequently used acronyms.

The Parent Education Network (PEN) Project. Parent exceptional education resource network. (Available from Family Network on Disabilities of Florida, Inc., 5510 Gray Street, Suite 220, Tampa, FL 33609).

Purchase Information/Contact:

The Parent Education Network (PEN) Project
Family Network on Disabilities of Florida, Inc.
5510 Gray Street, Suite 220
Tampa, Florida 33609
(813) 289-1122
(813) 825-5736

Geographic Specifications: None

Parent Network Connections: Parents Helping Parents, Feature Issue on Transition

Transition Period: From School to Adult Life

Description:

This information **packet** is designed to assist parents in the transition of their children from school to adult life. It contains articles describing changing roles and outcomes, transitional services, and relevant educational programming. A Transition Checklist and Guide to Services is also included.

Parent Network Center. (1993, Spring). Parent network connections. Parents helping parents. Feature issue on transition, 6 (1).

Purchase Information/Contact:

Parent Network Center
1443 Main Street
Buffalo, New York 14209
(716) 885-1004

Requires payment of postage for out-of-state requests.

Geographic Specifications: Some of the content, that which focuses on federal legislation, is appropriate for residents of any state; however, the content was developed specifically for a

ten (10) county area in western New York. The Guide to Services is relevant only to residents of New York state.

B. Designed for Parents & Professionals

Parent Involvement in Transition Programs

Transition Period: From school to community living

Description:

This **survey** of 85 parents of children with disabilities (ages 14-25) assesses the involvement of parents in the transition process of the young person from home to work or independent living, the kind of involvement they desire, and responsibilities they would be willing to assume in order to be involved. Findings show that although more than one-third of parents were without transition programs, nearly two-thirds were involved or were anticipating involvement in some type of program. Significantly more parents wanted to be involved with the transition team. Appendices include forms used by the Preschool Transition Project in Utah, a list of regional resource centers, a list of state protection and advocacy agencies, the parent feedback form and the pre-post exam.

McNair, J., & Rusch, F.R. (1990). Parent involvement in transition programs. (ERIC Document Reproduction Service No. ED331229)

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: Applicable to residents of any state. One appendix is specific to the Utah based project.

IV. Transitions Across the Life Span

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TRANSITIONS ACROSS THE LIFESPAN

RESOURCES

A. Designed for Parents

First Steps: A Transition Resource Manual for Parents of Young Children with Special Needs

Transition Period: Through the Lifespan: Birth to Post-Placement

Description:

This **manual** was written to help parents and families complete the necessary transitions with a minimum amount of stress. It is intended to be a "working notebook" for families. The content includes definitions of transitions and an overview of the special education process, effective communication skills, and suggestions for "first contacts." Lifespan transition processes, from leaving the hospital to post-school placements, are described. Appendices contain descriptions of categories of handicapping conditions, sample release forms, and worksheets.

Lazzari, A.M. (Ed.). (1988). First steps: A transition manual for parents of young children with special needs. (Available from Virginia Department of Education, Division of Special Education Programs, Richmond, VA)

Purchase Information/Contact:

Virginia Department of Education
Division of Special Education Programs
P.O. Box 6-0
Richmond, Virginia 23216

Geographic Specifications: None

How to Get Services by Being Assertive

Transition Period: Lifespan

Description:

This 200 (t) page **manual** was designed to assist parents to empower themselves to become more assertive. Chapters include: Developing a Positive Attitude, Assertiveness, Handling Bureaucracy and Leadership Skills.

Family Resource Center on Disabilities. How to get services by being assertive. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604)

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

The cost is $10.00 per book, plus a $2.00 postage and handling charge. There is a 25% discount on orders of 10 or more copies and a 50% discount for the purchase of 1 box (50 books per box), plus shipping charges.

Geographic Specifications: None

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies

Transition Period: Lifespan

Description:

This 200(t) page **handbook** was designed to provide parents with information as to how to organize parent advocacy and support groups. Content includes: becoming an advocate, legislative advocacy and networking, incorporation, media relations and public awareness and fundraising.

Family Resource Center of Disabilities. How to get services by being assertive. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604)

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

The cost is $10.00 per book, plus a $2.00 postage and handling charge. There is a 25% discount on orders of 10 or more copies and a 50% discount for the purchase of 1 box (50 books per box), plus shipping charges.

Geographic Specifications: None

Special Education Manual

Transition Period: Lifespan

Description:

This **manual** provides parents and their professional helpers with up-to-date state and federal special education rules and regulations. On the federal level, content includes information related

to Public Law 101-476, Public Law 99-457, Public Law 94-142, and Section 504 of the Rehabilitation Act. On the state level, rules and regulations that govern the administration and operation of special education (Title 23, Part 226) and student school records (Title 23, Part 375) are discussed.

Family Resource Center on Disabilities. Special education manual. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604)

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

Each manual cost $20.00 per copy, plus $2.00 per book for postage and handling.

Geographic Specifications: None

What Lies Ahead, Where Are We Going and How Will We Get There?

Transition Period: Lifespan

Description:

This **workbook** serves as a planning tool to assist parents with the transitions of their children and/or young adults with disabilities. Section 1 provides the reader with general information about transition and then proceeds with activities to assist parents in developing clear goals about desirable futures for their children. Personal family stories about transitions are also shared. The workbook concludes with a description of person-centered planning and circles of support.

Allen, Shea & Associates. (1991, August). What lies ahead, where are we going and how will we get there? (Available from Matrix Parent Network & Resource Center, P.O. Box 6541, San Rafael, CA 94903)

Purchase Information/Contact:

MATRIX Parent Network and Resource Center
P.O. Box 6541
San Rafael, California 94903
(415) 499-3877
OR
United Cerebral Palsy of the North Bay
6751 Hillview Drive
Vocaville, California 95688
(707) 447-3625

The workbook cost $4.00 each.

Geographic Specifications: None

B. Designed for Parents & Professionals

Practical Methods for Supporting Parents in Early Transitions

Transition Period: Lifespan

Description:

By recognizing the importance of early transitions for young children with handicaps and viewing transition as a lifelong process, professionals can guide parents in developing skills that can be applied to subsequent transitions throughout the child's life. This article describes steps in the transition process, parents' transition skills and expected outcomes.

Lazzari, A.M., & Kilgo, J.L. (1989). Practical methods for supporting parents in early transition. Teaching Exceptional Children, 22 (1), 40-43.

Purchase Information/Contact:

To obtain reprints of journal articles see Appendix A and related appendices

Geographic Specifications: None

Transitional Manual for Parents, Regular and Special Educators, Vocational Counselors, Students and Adults with Disabilities

Transition Period: Lifespan

Description:

This **manual** offers guidance in coping with the major transitions commonly encountered by persons with disabilities. Seven life/education transitions are identified: (1) the environment of services for a child from birth to age 3; (2) the first preschool program for children aged 3 and 4; (3) movement of the child with disabilities into kindergarten at age 5; (4) placement in an elementary school program at age 6; (5) transition of the child into middle school; (6) movement to high school; and (7) the transition from school to work for the adult. Chapters 1 and 2 are addressed specifically to parents, cover the first five stages and include checklists and examples of problems that need advocacy (e.g. lack of school integration). Chapters 3 and 4 are addressed to the student and/or adult with a disability.

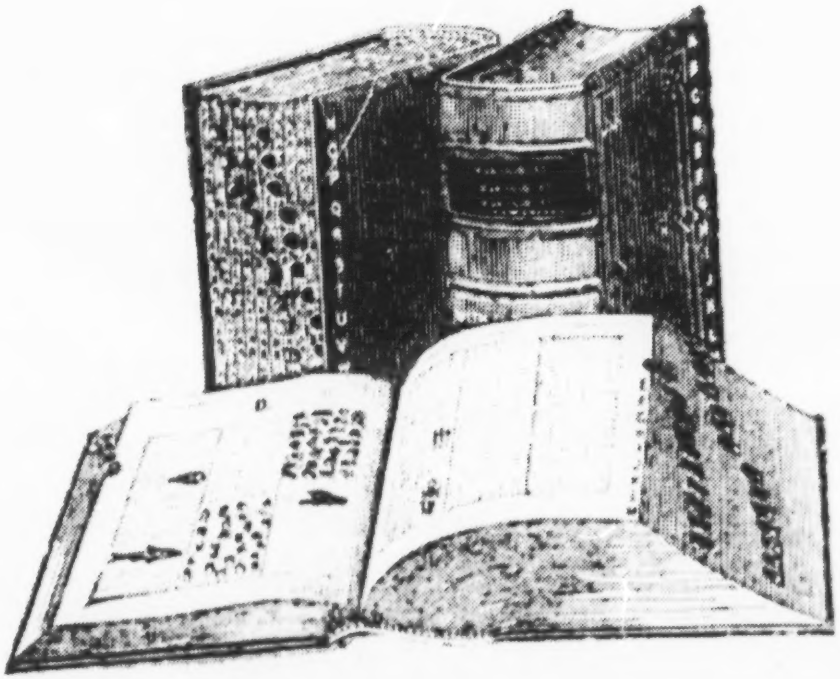
MacGugan, K. (1989). Transitioning manual for parents, regular and special educators, vocational counselors, students and adults with disabilities. (ERIC Document Reproduction Service No. ED318143)

Purchase Information/Contact:

New Mexico State Department of Education
Santa Fe, New Mexico

Geographic Specifications: None

V. General Support Resources



GENERAL SUPPORT

RESOURCES

A. Designed for Parents

A Guide for Parents of Children with Fetal Alcohol Syndrome (FAS)

Transition Period: n/a

Description:

This **brochure** provides parents with basic information about (a) the definition/characteristics of FAS, (b) qualifying for services, (c) educational considerations and, (d) the role of the home. It also includes a list of national organizations that may be of assistance to families of children with FAS.

Coalition in Oregon for Parent Education (COPE). A guide for parents of children with FAS. (Available from COPE, 999 Locust Street, NE, Salem, OR 97303)

Purchase Information/Contact:

The Coalition in Oregon for Parent Education (COPE)
999 Locust Street, NE
Salem, Oregon 97303
(503) 373-7477 Voice/ TDD/ Fax

The cost for the brochure is 8 for $1.50.

Geographic Specifications: The information regarding qualification for services is specific to the state of Oregon; however, other information is relevant for residents of any state.

Family Resource Center on Disabilities (FRCD) Newsletter

Transition Period: n/a

Description:

Membership to the FRCD entitles one to receive the organizational newsletter and other educational materials and literature. The **newsletter** contains various articles and addresses issues related to families who have a member with a disability.

Family Resource Center on Disabilities (FRCD). FRCD Newsletter. (Available from FRCD, 200 East Jackson Blvd., Room 900, Chicago, IL 60604)

Purchase Information/Contact:

Family Resource Center on Disabilities
20 East Jackson Blvd., Room 900
Chicago, Illinois 60604
(312) 939-3513 Voice
(312) 939-3519 TDD

Membership prices are: $15 individual/family; $25 contributor; $30 organization; and, $150 lifetime membership.

Geographic Specifications: None

B. Designed for Parents & Professionals

The Family Support Bulletin

Transition Period: n/a

Description:

This **newsletter** contains various articles and issues related to disabilities and family support.

UCPA. Family Support Bulletin. (Available from UCPA, 1522 K Street, NW, Suite 1112, Washington, DC 20005)

Purchase Information/Contact:

United Cerebral Palsy Association
1522 K Street, N.W.
Suite 1112
Washington, D.C. 20005

Available at no cost.

Geographic Specifications: None

The Networker Newsletter

Transition Period: n/a

Description:

This **newsletter** is published quarterly and contains various articles related to disability issues.

UCPA. The Networker. (Available from UCPA, 1522 K Street, NW, Suite 1112, Washington, DC 20005)

Purchase Information/Contact:

United Cerebral Palsy Association
1522 K Street, N.W.
Suite 1112
Washington, D.C. 20005

The cost is $12.00 for an annual subscription.

Geographic Specifications: None

Word from Washington Newsletter

Transition Period: n/a

Description:

This **newsletter** contains articles related to disabilities and public policy, legislation, funding proposals and financing services and appropriations.

UCPA. Word from Washington (Available from UCPA Mail Processing Center, PO Box 879, Cedar Rapids, LA 52406)

Purchase Information/Contact:

United Cerebral Palsy Association (UCPA)
Mail Processing Center — Word from Washington
P.O. Box 879
Cedar Rapids, Iowa 52406

Annual subscription rates for parents of children with disabilities is $25.00 and $55.00 for others.

Geographic Specifications: None

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APPENDIX A

Instructions for Obtaining Reprints of Journal Articles

To obtain reprints of journal articles.....

Reprints of most journal articles can be ordered by calling 1-800-443-ERIC or contacting:

University Microfilms International (UMI)
Order Department
300 North Zeeb Road
Ann Arbor, MI 48106

You may also contact your state Parent Training and Information Project (See Appendix B), community colleges or universities, and/or your local school district to obtain copies of journal articles.

APPENDIX B

Parent Training & Information Projects

Parent Information Center
270 Fort Street
Buffalo WY 82834
307-684-5461/2277

Special Education Action Council
(SEAC)
P 0 Box 161274
Mobile AL 36616
205-478-1208

AR Disability Coalition
10002 West Markham, Suite B7
Little Rock AR 72205
501-221 - 1330

FOCUS
2917 King Street, Suite C
Jonesboro AR 72401
501-935-2750

CT Parent Advocacy Center
P 0 Box 579
Federal Express Address:
East Lyme CT 06333
203-739-3089

PEAK
6055 Lehman Drive, Suite 101
Colorado Springs CO 80918
719-531-9400

Designs for Change
220 South State Street, Suite 1900
Chicago IL 60604
312-922-0317

Pilot Parent Partnerships
2150 East Highland Avenue #105
Phoenix AZ 85016
602-468-3001

AK PARENTS Resources Center
P 0 Box 32198
Juneau AK 99803
907-790-2246

Team of Advocates for Special Kids (TASK)
100 West Cerritos Avenue
Anaheim CA 92805
714-533-8275

Disability Rights Education & Defense
Fund (DREDF)
2212 6th Street
Berkeley CA 94710
415-644-2555

Disability Services Matrix
P 0 Box 6541
San Rafael CA 94903
415-499-3877

Family Network on Disabilities
1211 Tech Boulevard, Suite 105
Tampa FL 33619
800-825-5736

ID Parents UNLTD
Parent Education Resource Center
4696 Overland Road, Suite 478
Boise ID 83704
800-242-IPUL

IA Exceptional Parents Center (IEPC)
P 0 Box 1151
Federal Express Address:
Fort Dodge IA 50501
515-576-5870

Families Together
1023 South West Gage Street
Topeka KS 66604
913-273-6343

Parents Place of MD
7257 Parkway Drive, Suite 210
Hanover MD 21076
410-712-0900

UCP/Parents Are Experts
23077 Greenfield Road, Suite 205
Southfield MI 48075
313-557-5070

Association of Developmental
Organizations of MS
332 New Market Drive
Jackson MS 39209
800-231-3721

AWARE/Learning Disabilities
Association of HI (LDAH)
200 North Vineyard Boulevard, Suite 103
Honolulu HI 96817
808-536-9684

Family Resource Center on
Disabilities
20 East Jackson Boulevard, Room 900
Chicago IL 60604
312-939-3513

IN*SOURCE
833 Northside Boulevard
Building #1 Rear
South Bend IN 46617
219-234-7101

Special Needs Parent Information Network (SPIN)
P 0 Box 2067
Augusta ME 04338
207-582-2504

Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston MA 02116
617-482-2915

Citizens Alliance to Uphold Special
Education (CAUSE)
313 South Washington Square, Suite 040
Lansing MI 48933
517-485-4084

PACER Center
4826 Chicago Avenue South
Minneapolis MN 55417
612-827-2966

Parents, Let's Unite for Kids
EMC/SPED Building, Room 267
1500 N 30th Street
Billings MT 59101
406-657-2055

Parent Information and
Training Center
3610 Dodge Street
Omaha NE 68131
402-346-0525

Parent Information Center
P 0 Box 1422
Federal Express Address:
Concord NH 03302
603-224-6299

Parents Reaching Out
Project ADOBE
1127 University Boulevard
Albuquerque NM 87102
505-842-9045

Parent Network Center (PNC)
1443 Main Street
Buffalo NY 14209
716-885-1004

MO Parents Act-MPACT
625 North Euclid, Suite 405
St Louis MO 63108
314-361-1660

MPACT
1115 East 65th Street
Kansas City MO 64131
816-333-6833

Statewide Parent Advocacy
Network (SPAN)
516 North Avenue East
Westfield NJ 07090
201-654-7726

Advocates for Children of New York
24-16 Bridge Plaza South
Long Island NY 11101
718-729-8866

Pathfinder Parent Training &
Information Center
Arrowhead Shopping Center
1600 2nd Avenue Southwest
Minot ND 58701 701-852-9426

Child Advocacy Center
106 Wellington Place, Suite LL
Cincinnati OH 45219
513-381-2400

Training Center
933 High Street, Suite 106
Worthington OH 43085
6 14-431-1307

Asociacion de Padres pro
Biene Star/Ninos
Impedidos de PR, Inc
Box 21301
Rio Piedras PR 00928
809-763-4665

Support & Training for
Exceptional Parents (STEP)
1805 Hayes Street, Suite 100
Nashville TN 37203
615-639-0125

SD Parent Connection
P 0 Box 84813
Sioux Falls SD 57118
605 -335 -8844

Parent Education Advocacy
Training Center (PEATC)
228 South Pitt Street, Room 300
Alexandria VA 22314
703-836-2953

PAVE/STOMP (Specialized Training
of Military Parents)
12208 Pacific Hwy Southwest
Tacoma WA 98499
206-588- 174 l

OH Coalition for the Education of
Handicapped Children (OCEHC)
1299 Campbell Road, Suite B
Marion OH 43302
614-382-5452

OR COPE Project
999 Locust Street Northeast, Box B
Salem OR 97303
503-373-7477

Parent Education Network
333 East 7th Avenue
York PA 17404
800-522-5827

PRO-PARENTS
2712 Middlesburg Drive, Suite 102
Columbia SC 29204
803-779-3859

Partnerships for Assisting Texans
with Handicaps (PATH)
Partners Resource Network
6465 Calder Avenue
Beaumont TX 77707
800-866-4726

VT Parent Information Center
Chace Mill, 1 Mill Street
Burlington VT 05401
800-639-7170

Parent Education Project
UCPA of SE WI
230 West Wells Street, Suite 502
Milwaukee WI 53203
414-272-4500

WV Parent Training & Info Project
Schroath Professional Building
2nd Floor Suite 2-1
Clarksburg WV 26301
304-624-1436

Parents Educating Parents (PEP)
Georgia ARC
1851 Ram Runway, Suite 104
College Park GA 30337
404-761-2745

Parents Helping Parents
535 Race Street, Suite 220
San Jose CA 95126
408-288-5010

Project PROMPT
UCPA-Greater New Orleans
1500 Edwards Avenue, Suite 0
Harahan LA 70123
504-734-7736

MO Parents Act-MPACT
1722 West South Glenstone, Suite 125
Springfield MO 65804
417-882-7434

NTC Parent Connection
2880 East Flamingo Road, Suite A
Las Vegas NV 89121
702-735-2922

Exceptional Children's Assistance Center
P 0 Box 16
Davidson NC 28036
704-892-1321

PIC of DE
700 Barkside Road, Suite 6
Newark DE 19711
302-366-0 152

KY Special Parent Involvement Network
(KY-SPIN)
3 18 West KY Street
Louisville KY 40203
502-587-5717

EPICS Project
P 0 Box 788
Federal Express Address:
Bernalillo NM 87004
505-867-3396

Parents Reaching Out in OK
1917 South Harvard Avenue
Oklahoma City OK 73128
800-PL94-142

Parents Union for Public Schools
311 South Juniper Street, Suite 602
Philadelphia PA 19107
215-546-1166

RI Parent Information Network Independence
Square
500 Prospect Street
Pawtucket RI 02860
40 l-727-4145

VT Information & Training Network (VITN)
37 Champlain Mill
Winooski VT 05404
802-655-4016

Mentor Parent Program P 0 Box 718
Federal Express Address: Seneca PA 16346
814-676-8615

UT Parent Center (UPC)
2290 East 4500 South, Suite 110
Salt Lake City UT 84117
801-272-1051

WA PAVE (Parents Advocating Vocational
Eduction)
6316 South 12th Street
Tacoma WA 98465
800-5-PARENT